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THE SCHOOL REVIEW

A JOURNAL OF SECONDARY EDUCATION

VOLUME XXVI SEPTEMBER 1918

NUMBER 7

PROGRESSIVE REQUIREMENTS IN AMERICAN HISTORY FOR JUNIOR AND SENIOR HIGH SCHOOLS¹

The material in this report centers around progressive requirements relative to the following general topics:

- I. General Organization of the Field of American History for Teaching Purposes
- II. Maps to Make
- III. Dates—Events to Know and Remember
- IV. Personages to Know and Identify
- V. Topics with which Students Should Be Familiar on Completing the Course
- VI. General Method of Procedure

¹ The report of a committee to the *Department of History and Other Social Studies of Academies and High Schools in Relation with the University of Chicago* May 10, 1918. The committee was composed of R. M. Tryon, University of Chicago, chairman; Chauncy C. Willard, Lane Technical High School, Chicago, Ill.; Elizabeth Barns, Joliet Township High School, Joliet, Ill.; Chester C. Dodge, Principal, William G. Hibbard Junior High School, Chicago, Ill.; and Mabel Blazier, Nicholas Senn High School, Chicago, Ill. Suggestions relative to additions, omissions, and the general plan of the proposals are solicited by the committee. Address all communications to the chairman.

It should be said by way of explanation that this report represents five years' work and experience in connection with the chairman's classes in the "Teaching of High-School History" in the University of Chicago and four months' work on the part of the committee as a whole on the actual sifting of the material and the making of final selections. Much use was made of all the recent investigations along the line of dates and events, important personages, and generalization of organization of the field. The report makes no attempt to point out the exact contributions of each of these investigations.

The progressive requirements as they relate to each of the foregoing topics follow in two columns, the first including junior high school requirements and the second senior high school requirements. By such a scheme one can readily see what is demanded of each student on completing the course in American history in the senior high school.

I. GENERAL ORGANIZING OF AMERICAN HISTORY FOR
TEACHING PURPOSES IN THE JUNIOR AND
SENIOR HIGH SCHOOLS

<i>Junior High School</i>		<i>Senior High School</i>	
Name and Date Boundary of the Large Divisions	Percentage of Total Time Given	Name and Date Boundary of The Large Divisions	Percentage of Total Time Given
1. Perspective and introductory view—factors affecting early American history.....	10	1. Perspective and introductory views—factors affecting early American History	5
2. The period of discovery and exploration, 1492-1607.....	8	2. The period of discovery and exploration, 1492-1607.....	4
3. Colonization and the struggle for supremacy in North Amer- ica, 1607-1763.....	22	3. Colonization and the strug- gle for supremacy in North America, 1607-1763.....	12
4. Revolution and the establish- ment of the American nation, 1763-1789.....	10	4. Revolution and the establish- ment of the American nation, 1763-1789.....	12
5. Nationalism and democracy, 1789-1829	12	5. Nationalism and democracy 1789-1829.....	17
6. Expansion and conflict, 1829- 1865.....	16	6. Expansion and conflict, 1829- 1865.....	20
7. Reconstruction and consoli- dation, 1865-1898.....	17	7. Reconstruction and consol- idation, 1865-1898.....	20
8 National expansion and the new democracy, 1898 to pres- ent time.....	5	8. National expansion and the new democracy, 1898 to pres- ent time.....	10
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II. MAPS TO MAKE

Junior High School

No. 1

1. Title: North America North of Mexico. Physical Features and Indians.
2. Use an outline map of North America.
3. Name the chief rivers, mountains, lakes, bays, gulfs, plains and valleys.
4. General location of the following Indian families and tribes: Iroquois, Sioux, Creek, Cherokee, Seminole, Pequot, and Delaware.

No. 2

1. Title: Discovery and Exploration.
2. Use an outline map of the world—double size.
3. Show routes of Columbus, De Soto, Coronado, Cortez, Pizarro, Magellan, Diaz, Da Gama, Cabral, Drake, the Cabots, Gosnold, Hudson.
4. Name all places needed to show the foregoing.

No. 3

1. Title: Conflicting Claims of Territory in 1650.
2. Use an outline map of the Western Hemisphere.
3. Show territory claimed by Spain, England, France, Holland, Sweden and Portugal.

Senior High School

No. 1

1. Title: Trade Routes of the Fifteenth Century.
2. Use an outline map of the world—double size.
3. Trade routes from the Mediterranean to the East; trade routes in Europe; trade routes in the Atlantic.
4. Locate important commercial cities and industrial centers.

No. 2

1. Title: The Colonies, 1763.
2. Use an outline map of North America east of the Mississippi River.
3. Show progress of English, French, and Spanish settlements; routes from coast to Mississippi basin; Indian portages; conflicting claims of English colonies; Proclamation Line of 1763.

No. 3

1. Title: Colonial Trade and Industry in the Eighteenth Century.
2. Use outline map of the world.
3. Show importance of West Indies; triangles and quadrilaterals of trade; fisheries.
4. Note on the map the commodities comprised in this trade; e.g., Barbados, sugar; South Carolina, indigo, etc.

Junior High School (Continued)

No. 4

1. Title: Progress of Settlement to 1750.
2. Use an outline map of the United States and Canada east of the Mississippi River.
3. Show the French in the Mississippi Valley and Canada, the Spanish in the South, and the English in the East.
4. Repeat the chief physical features and add many others. Locate all the main English towns, French forts, and Indian portages.
5. If possible, show progress of English settlements, say those made before 1700 and those made from 1700 to 1750. Show the wagon road from Philadelphia to the West and the Southwest and the one from Charlestown to the back country.

No. 5

1. Title: North America North of Mexico in 1763.
2. Use an outline map of North America.
3. Show results of French and Indian War. Show the Proclamation Line of 1763 proposed by England as a boundary between Indians and settlers.
4. Show general outline of the thirteen colonies. Indicate what was lost by the Proclamation Line of 1763.

Senior High School (Continued)

No. 4

1. Title: Progressive Westward Movement.
2. Use an outline map of the United States.
3. Show frontier line of 1763, 1790, 1820, 1840, 1860, 1880; principal routes, as Wilderness Road, Cumberland Road, Erie Canal, Oregon Trail, Santa Fe Trail, etc.; exploration of West and centers of population.

No. 5

1. Title: Election Maps.
2. Use outline maps of the United States.
3. Show elections of 1800, 1828, 1844, 1856, 1860, 1876, 1884, 1896, 1912.

Junior High School (Continued)

No. 6

1. Title: The United States in 1790.
2. Use an outline map of North America east of the Mississippi River.
3. Show Northwest Territory, Southwest Territory, all the states, and the population of each.
4. Locate all the principal cities of the East and settlements of the West, and the routes to the West through the mountains; Saluda and Cumberland Gaps, James-Kanawha, Potomac-Monongahela, and the Forbes Road.

No. 7

1. Title: Progressive Territorial Map of the United States to 1853.
2. Use an outline map of the United States.
3. Show the United States in 1783, 1803, 1819, 1845, and 1853.

No. 8

1. Title: Admission of States and the Status of Slavery to 1860.
2. Use an outline map of the United States.
3. Show original thirteen states; admission of each state; and status of slavery in 1789, 1821, 1850, 1854, 1857, and 1861.

No. 9

1. Title: The United States and Her Possessions Today.
2. Use double-size map of the world.
3. Show the United States and her possessions. Good scheme to make each in form of a flag.

Senior High School (Continued)

No. 6

1. Title: Divisions in the United States on Important Issues.
2. Use outline map of the United States.
3. Show divisions of country as shown by Congressional vote on declaration of war, 1812; Missouri Compromise; tariff of 1816; tariff of 1832; Kansas-Nebraska bill (conflicting sectional interests in the West); secession; solid South, 1880-1916.
4. These maps should be prepared by the teacher.

No. 7

1. Title: Transportation in the United States.
2. Use outline map of the United States.
3. Show roads and waterways, 1825; canals, 1840; chief railroads, 1850, 1860, 1880, 1918.

Graphs and Charts

1. Use co-ordinate paper.
2. Show growth of population by decades; American born of American parents; American born of foreign parents; foreign born.
3. Show increase of money, of banking resources, of gold and silver, and wealth of nation.
4. Show development of agriculture, of manufacturing, of mining, of imports and exports, and of transportation.

III. DATES AND EVENTS

<i>Junior High School</i>	<i>Senior High School</i>
1000 Discovery of America by the Northmen	1487 Diaz reaches southern point of Africa
1453 Capture of Constantinople by the Turks	1498 Vasco da Gama reaches India
1492 First voyage of Columbus	1534 Cartier discovers the St. Lawrence River
1497 John Cabot discovers North America	1643 New England Confederation
1522 End of Magellan's voyage around the world	1647 Beginning of the public school system
1565 Founding of St. Augustine	1688 The glorious Revolution
1588 Defeat of the Spanish Armada	1754 Albany Congress
1607 Settlement of Jamestown	1778 French Treaty of Alliance
1608 Quebec settled by the French	1781 Ratification of the Articles of Confederation
1614 New Netherland settled by the Dutch	1787 The Constitutional Convention
1619 Slavery introduced into Virginia	1790 Birth year of the factory system and first tariff law
1620 Settlement of Plymouth	1791 The first United States bank
1630 Settlement of Boston	1798 Alien and sedition laws and Virginia and Kentucky resolutions
1682 Founding of Pennsylvania	1800 Washington becomes capital of the United States
1763 Peace of Paris	1803 Case of Marbury v. Madison
1765 Stamp Act controversy	1807 Jefferson's embargo policy
1775 Lexington and Concord	1814 Power loom introduced into the United States, and the Hartford Convention
1776 July 4, Declaration of Independence	1816 Second United States bank and first protective tariff
1783 End of the Revolutionary War	1819 McCullough v. Maryland
1787 Northwest Ordinance	1832 Nullification controversy
1789 Washington inaugurated president	1846 Wilmot proviso
1790 Taking of the first census	1862 Homestead and Morill acts
1793 Invention of the cotton gin	1863 The National Banking Act
1803 Purchase of Louisiana	1865 The Thirteenth Amendment
1807 Fulton's steamboat	1868 The Fourteenth Amendment
1812 War with England	
1819 Purchase of Florida	
1820 Missouri Compromise	
1823 Monroe Doctrine	

Junior High School (Continued)

- 1830 The beginning of the era of railroad building in the United States
- 1831 Cyrus McCormick's reaper
- 1844 Morse's telegraph
- 1845 Annexation of Texas
- 1846 Howe's sewing machine and accession of Oregon Territory
- 1848 The end of the Mexican War and discovery of gold in California
- 1850 The Great Compromise
- 1853 The Gadsden Purchase
- 1854 Kansas-Nebraska Act
- 1857 Dred Scott decision
- 1860 Election of Lincoln and secession of South Carolina
- 1863 January 1, Emancipation Proclamation
- 1865 Lee's surrender, April 9
- 1866 First permanently successful Atlantic cable
- 1867 Purchase of Alaska
- 1871 Settlement of the Alabama claims
- 1876 Invention of the telephone and centennial at Philadelphia
- 1878 Invention of arc light for streets and parks
- 1898 Spanish-American War
- 1914 August, Beginning of the Great War
- 1915 Opening of the Panama Canal
- 1917 April 6, United States enters the Great War and purchase of the Virgin Islands

Senior High School (Continued)

- 1869 First Pacific railroad and woman's suffrage in Wyoming
- 1879 Resumption of specie payment
- 1881 Organization of the American Federation of Labor
- 1885 Inauguration of Cleveland
- 1887 Interstate Commerce Act
- 1890 Sherman Anti-Trust Law
- 1894 Pullman strike (injunction)
- 1895 Venezuelan boundary dispute
- 1896 Collapse of the free-silver movement
- 1901 Hay-Pauncefote treaty
- 1902 Northern Securities case
- 1908 Conservation Convention
- 1913 Federal Reserve Bank Law and Sixteenth and Seventeenth Amendments
- 1914 Revision of the Anti-Trust Law
- 1915 National Child Labor Law
- 1917 Farm Loan Bank Act

IV. PERSONAGES TO KNOW AND IDENTIFY

Junior High School

At the end of the junior high school course the student should be able to write a statement of about 200 words in length about each of the following:

Samuel Adams
 Thomas H. Benton
 Daniel Boone
 John C. Calhoun
 Henry Clay
 Christopher Columbus
 Jefferson Davis
 Dorothea Dix
 Stephen A. Douglas
 Cyrus W. Field
 Benjamin Franklin
 Robert Fulton
 Ulysses S. Grant
 Alexander Hamilton
 Patrick Henry
 Andrew Jackson
 Thomas Jefferson
 General Lafayette
 La Salle
 Robert E. Lee
 Abraham Lincoln
 James Madison
 John Marshall
 William McKinley
 James Monroe
 Samuel F. B. Morse
 William Penn
 William Pitt
 Harriet Beecher Stowe
 George Washington
 Daniel Webster
 Eli Whitney

Senior High School

At the end of the senior high school course the student should be able to write a statement of about 400 words in length about each of the following (all of these are in the list to identify at the end of the junior high school course):

John Adams
 John Quincy Adams
 John Jacob Astor
 James G. Blaine
 John Brown
 Salmon P. Chase
 Grover Cleveland
 Lewis Cass
 Champlain
 George Rogers Clark
 DeWitt Clinton
 George Dewey
 David Farragut
 Albert Gallatin
 William Lloyd Garrison
 Horace Greeley
 John Hancock
 William H. Harrison
 Sam Houston
 John Hay
 James J. Hill
 Lewis and Clark
 Cyrus McCormick
 Andrew Johnson
 Magellan
 Winfield H. Scott
 William H. Seward
 Daniel Shays
 Edwin M. Stanton
 Alexander Stephens

Junior High School (Continued)

At the end of the junior high school course students should be able to identify the following:

John Quincy Adams
 Chester A. Arthur
 John Jacob Astor
 Balboa
 James G. Blaine
 General Braddock
 John Brown
 James Buchanan
 General Burgoyne
 John Cabot
 Cartier
 Lewis Cass
 George Rogers Clark
 Grover Cleveland
 DeWitt Clinton
 Cornwallis
 Coronado
 Cortez
 De Soto
 George Dewey
 Sir Francis Drake
 John Ericsson
 Millard Fillmore
 Albert Gallatin
 James A Garfield
 William Lloyd Garrison
 George III
 Horace Greeley
 John Hancock
 Benjamin Harrison
 William H. Harrison
 Rutherford B. Hayes
 Sam Houston
 Henry Hudson
 Andrew Johnson
 Sir William Johnson

Senior High School (Continued)

Thaddeus Stevens
 Charles Sumner
 Martin Van Buren
 Robert Walker
 William Byrd
 Roger B. Taney
 Terrence V. Powderly
 John Sherman
 Samuel Slater
 Booker T. Washington
 Brigham Young
 Horace Mann

At the end of the senior high school course students should be able to identify the following (none of these appear on either of the high school lists):

Ethan Allen
 Benedict Arnold
 Nathaniel Bacon
 George Bancroft
 Clara Bartop
 Henry Ward Beecher
 Sir William Berkeley
 Black Hawk
 Aaron Burr
 William H. Crawford
 George A. Custer
 Stephen Decatur
 Vasco Da Gama
 De Leon
 Bartholomew Diaz
 John Dickinson
 Governor Dinwiddie
 John C. Fremont
 General Gage
 Elbridge Gerry
 John Harvard

Junior High School (Continued)

John Paul Jones
 Richard H. Lee
 Lewis and Clark
 James Russell Lowell
 Magellan
 Horace Mann
 Marquette and Joliet
 Mason and Dixon
 Cyrus McCormick
 Montcalm
 James Otis
 Oliver H. Perry
 Franklin Pierce
 James K. Polk
 Sir Walter Raleigh
 William H. Seward
 Philip H. Sheridan
 William T. Sherman
 Daniel Shays
 John Sherman
 Alexander Stephens
 William Byrd
 Roger Williams
 John Smith
 Miles Standish
 Edwin M. Stanton
 Thaddeus Stevens
 Charles Sumner
 Zachary Taylor
 John Tyler
 Martin Van Buren
 Vespuccius
 Robert Walker
 Roger Williams
 John Greenleaf Whittier
 James Wolfe
 John Adams
 Salmon P. Chase
 Charles Lee
 Sir William Howe

Senior High School (Continued)

Sir John Hawkins
 Robert Hayne
 Thomas Hooker
 Thomas J. Jackson
 Joseph E. Johnson
 Henry Knox
 George B. McClellan
 George H. Meade
 Narvaez
 James Oglethorpe
 Osceola
 Charles C. Pinckney
 Edmund Randolph
 Joseph Smith
 George H. Thomas
 Governor William Tryon
 Anthony Wayne
 Conrad Weiser
 David Wilmot
 Emma Willard
 Frances E. Willard
 Richard Olney
 Commodore Matthew C. Perry
 Matthew Quay
 Thomas Platt
 Major John W. Powell
 Josiah Quincy
 James Robertson
 John Sevier
 Mason and Slidell
 Robert Toombs
 Charles Townshend
 Lyman Trumbull
 William H. Vanderbilt
 Clement L. Vallandigham
 James Weaver
 Thurlow Weed
 James Wilkinson
 James Wilson
 William Yancey

Junior High School (Continued)

Lord Baltimore
 John Winthrop
 Brigham Young
 Verrazano
 Anne Hutchinson
 David G. Farragut
 Queen Elizabeth
 Elias Howe
 Robert Morris
 Peter Stuyvesant
 J. Pierpont Morgan
 Mark Hanna
 John Hay
 Pocahontas
 Wendell Phillips
 Zebulon Pike
 Carl Schurz
 Cornelius Vanderbilt
 Winfield Scott
 Powhatan
 Pontiac
 King Philip
 Tecumseh
 Massasoit
 Roger B. Taney
 Samuel J. Tilden
 James J. Hill
 Nathan Hale
 Stephen Girard
 "Citizen" Genet
 Nathaniel Greene
 Horatio Gates
 "Boss" Tweed
 Champlain
 Booker T. Washington
 William Bradford
 Terrence V. Powderly

Senior High School (Continued)

Sir Henry Clinton
 James Eads
 Howell Cobb
 Roscoe Conkling
 Jay Cooke
 Peter Cooper
 John J. Crittenden
 George W. Curtis
 Jonathan Edwards
 Oliver Evans
 Richard Hoe
 Charles Francis Adams
 Manasseh Cutler
 Hamilton Fish
 Charles James Fox
 Charles Goodyear
 Jay Gould
 Major Robert Anderson
 Susan B. Anthony
 Edward H. Harriman
 Robert B. Rhett
 John Randolph
 Thomas B. Reed
 Edmund Burke
 Richard Bland
 Simon Bolivar
 William San Martin
 Nicholas Biddle
 Henry Barnard
 Thomas Hutchinson
 Simon Cameron
 Rufus King
 Iberville
 George Mason
 William L. Marcy
 Nathaniel Macon
 Thomas Paine
 Gouveneur Morris
 Francis Parkman

NOTE.—Individuals now living and active in national affairs have purposely been omitted from the foregoing lists. Personages of local importance have also been omitted.

V. TOPICS WITH WHICH STUDENTS SHOULD BE FAMILIAR ON COMPLETING THE COURSE

Junior High School

1. Steps toward unifying the colonies and establishing the national government in 1789
2. The commercial and territorial policy of England toward the colonies ending in the Revolution
3. The development of transportation facilities (emphasize the period prior to 1860)
4. Our territorial expansion
5. Slavery and the slavery system
6. Revolutionary inventions and processes
7. The chief political parties and their doctrines
8. Important treaties with foreign powers and international relations
9. Finance, banking, and panics
10. Genesis of all the colonies and special consideration of Virginia, Massachusetts, New York, and Pennsylvania
11. Our system of revenue
12. Civil-service reform and the spoils system
13. The present and past of the suffrage problem
14. Causes, results, and a few of the most important events of our various wars
15. Internal improvements (emphasize the period prior to 1860)
16. Chief facts in the history of agriculture

Senior High School

1. Steps toward unifying the colonies and establishing the national government in 1789
2. The commercial and territorial policy of England toward the colonies ending in the Revolution
3. The development of transportation facilities (emphasize the period since 1860)
4. Our territorial expansion
5. Slavery and the slavery system
6. Revolutionary inventions and processes
7. The chief political parties and their doctrines
8. Important treaties with foreign powers and international relations
9. Finance, banking, and panics
10. Population and immigration
11. Our system of revenue
12. Civil-service reform and the spoils system
13. The present and past of the suffrage problem
14. Humanitarian reforms and social amelioration
15. Internal improvements (emphasize periods since 1860)
16. Chief facts in the history of agriculture
17. Trusts and industrial combination
18. Labor and labor unions

Junior High School (Continued)

17. Trusts and industrial combination
18. Labor and labor unions
19. The factory system in the United States
20. The presidents, time, chief events, and party
21. The work of the chief explorers and discoverers

Senior High School (Continued)

19. The factory system in the United States
20. The land question
21. Our chief liberty documents

NOTE—Since many of the topics in the junior high school course are duplicated in the senior high school course, a definite outline of the work to be done on each in each course would be necessary to show progress.

VI. GENERAL METHOD OF PROCEDURE IN THE TEACHING OF AMERICAN HISTORY

Junior High School

The first thing necessary is to get the main divisions of the field of American history before the class. This can be done inductively with the textbook in the hands of the children. If the textbook has a general organization, this can be examined and discussed and a tentative organization proposed. In the course of a week or so the final organization can be determined upon with definite names and date boundaries for each division.

The second thing necessary is to formulate in story form the main trend of the history contained in each large division determined upon. In most cases it will be better for the teacher to tell this story to the class. The story can be told in sections from day to day, with a retelling by the members of the class as their part of the advance lesson. When each member of the class is able to tell this story from

Senior High School

The progress of the course in American history in the senior high school beyond that in the junior high school should consist chiefly in the greater amount of analysis given in the former to the structure of American life in the past and at present. (A senior high school student understands a generalization when it is pointed out to him, but he does little generalization himself). The narrative chronological plan pursued in the junior high school should be used only to get the situations before the class. The greater emphasis should be on an analysis of these situations to show both the structure of society and how this structure worked.

Since it is an understanding of the present that we are aiming at, our course might well begin with a survey of the main features of our present social structure to show it as an organization with different parts,

Junior High School (Continued)

beginning to end, the next step in the general method of procedure may be taken.

If the background of American history has been studied in the sixth or seventh grade, there will be little need of much emphasis on the period of discovery and exploration. In fact, the story already learned could well be elaborate enough to make any more work on this period unnecessary. Since physical features and the Indians cannot be included in the story, some attention will need to be given to these two factors. Considerable time will be spent on the period from 1607 to 1763. A good organization for this period is to deal with the English colonies in three groups down to about 1700, including a cross-section view of life and institutions in each group at this date. The progress of settlement from 1700 to 1754 may be treated as one topic. After this has been concluded, French colonization may be taken from the beginning to 1754, after which a brief consideration of the French and Indian War will be in order. The study of the period will close with an intensive cross-section view of Colonial life and institutions in 1763. A great deal of time can profitably be spent on this cross-section view. Comparisons can be made with present-day conditions, and the work of

Senior High School (Continued)

each of which has been built in to perform certain functions in getting our manifold wants satisfied, and all of which interrelate with all the rest like the threads of a web. Such a view is presented in some of the "Community Leaflets" which the government has recently put out, edited by Mr. Judd and Mr. Marshall.

The second thing necessary is to take up some of the past structures of American society to show how the problem of living was worked out formerly in different ways.

The period of discovery and of the planting of colonies would be shown as a phase of European expansion. After the facts of the later fifteenth and sixteenth centuries have been presented, the analysis of these facts would show such things as the interrelationship between the tremendous increase in the volume of trade, the consequent need for capital, the gathering of capital by the device of the joint-stock company, the increased importance of the burgher class, the community of interest between the merchants and the central governments, the growth of nations, etc. After the facts of the planting of the English colonies in the seventeenth century have been presented, the analysis would show the activities of Englishmen during that century as chiefly a struggle for control of the social organization in

Junior High School (Continued)

the whole can be made very practical and interesting. The period between 1763 and 1789 will be treated much like the preceding one. The political thread running through the period will be considerably elaborated on as compared with what has been included in the "over-view" already made. The major part of the time spent on this period will be devoted to a study of the social, economic, and political conditions of the country just prior to 1787, culminating in a study of the formation and ratification of the constitution.

Either of two methods of procedure may be followed after the year 1789. On making sure that the pupils understand the main current of the history from this date to, say, 1829, certain phases of life running through the period may be studied in some detail. For example, the social progress and development, including a study of intellectual life, religious activities, social and moral betterment, home life of the people, and conditions of labor, might be emphasized. Industrial and commercial development and the political struggles might also be treated similarly. This same procedure could be applied equally well to the periods from 1829 to 1865, from 1865 to 1898, and from 1898 to the present time.

Senior High School (Continued)

which commercial expansion, as well as thought movements, like the breakdown of the idea of authority from God, had a large part.

From the past life of people on this continent the spots most worth analyzing would be two—the period from 1763-1789 and the period from 1830-1860.

The study of Colonial life would consider the threefold group of colonies, New England, the Middle, and the South, and the twofold group, the seacoast and the back country. An analysis would show that the chief aims of the Colonial structure were subsistence, protection, and control of individuals. The devices by which these aims were accomplished present almost a complete contrast with the devices used to work out the same problems today. The period from 1763 to 1789 shows the social structure working badly chiefly because of an unsatisfactory control and the working out of the new device for control.

Life in the three sections—New England, the South, and the West—between 1830 and 1860 would yield, by analysis, such things in the East as the coming in of the Industrial Revolution in the manufacture of textiles, the increased importance of a market for goods, the interrelationship between this and tariffs, money, and communication, and

Junior High School (Continued)

Such a method of procedure as proposed in the preceding paragraph would not serve equally well for all classes of students. For those who expect to complete the junior high school course such a method might be profitably followed; but for those who may not be able to do this there is probably a better method. For these and for those who are in the industrial and commercial courses a better plan would be first to go over the main features of the foregoing periods and then to trace the history of a few important topics from their origin to their present condition. For example, the history of agriculture, manufacturing, labor systems, and the like could be traced from their simple beginnings in Colonial times to their present-day complexities. Such a method would give the teacher all the freedom necessary to adapt the course to local conditions as well as to the interests and capacities of the children. In working up these topics the counter-chronological method of approach could no doubt be used as effectively as the chronological, and if the pupils have had a course in European history there is no reason why the counter-chronological story should end on this side of the Atlantic.

At the conclusion of the study of each period a more elaborate story

Senior High School (Continued)

greater specialization in diverse industries; such things in the South as specialization in one industry only, the self-sufficiency of each plantation worked by slave labor, and the control by the planter aristocracy; such things in the West as the self-sufficiency of frontier life, the struggle for freedom on the frontier, the coming in of popular democracy, the demands for public education, mechanical inventions, better communication, etc.

In the period from 1860 to the present we should be coming back to the thing we started with. This period too would be well worth analyzing because it presents, for a more detailed examination, a very different social structure from any preceding one.

To work out an adequate analysis of it would take much time and thought. But some of the most significant things which it would show would be the interrelationship between the coming in of the Industrial Revolution in the manufacture of other goods besides cloth, and in agriculture, transportation, and mining; the development of the mining-camp frontier in the Rocky Mountains; the shift from rural to urban life; the results to laborers of these changes; the coming in of labor organizations to try to control; "boss" politics; the closing of the frontier; the coming in of such

(Junior High School (Continued))

of each should be told by the children, and at the end of the course the whole story of the United States should be told just as elaborately as the class is able to do it. The maps made during the course may be used in connection with the telling of this final story, the content of which will be determined by the sort of facts the teacher has emphasized as the course has progressed from day to day.

Senior High School (Continued)

things as extremes of poverty and wealth; consolidation of capital; the idea of "evolution" of society instead of society fixed by "natural laws"; the beginnings of government regulation; commercial and industrial expansion outside our own country; the breakdown of our policy of isolation; and the increased use of the central government as a means of controlling the interests of society.

The situations and facts to be analyzed would be brought out by textbook and reference reading, by maps, charts, etc. The dates, maps, charts, and personages presented in the lists will of course fall into their proper places as the work develops. Most of the topics suggested would serve best for a review to build up a cumulative idea of particularly worthwhile movements of our history. The analysis of our social structure would be best brought out by carefully formulated "thought-provoking" questions. At the end of the study of each structure the student should be required, in review, to present a complete picture and analysis of it in comparison with the other structures.